

# Summary of Results and Strategies for Teachers, 2010–2011

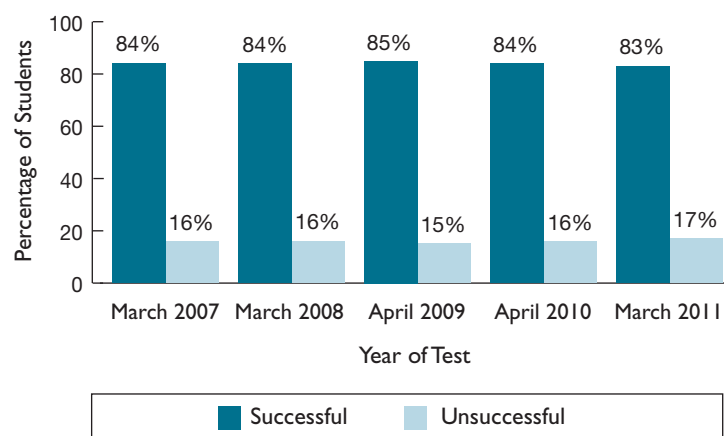
## ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT), 2010–2011

First-Time Eligible English-Language Students

### Results for First-Time Eligible Students over Time\*

	ALL STUDENTS					FULLY PARTICIPATING STUDENTS				
	Mar. 2007 # = 155 906	Mar. 2008 # = 156 151	Apr. 2009 # = 152 830	Apr. 2010 # = 153 490	Mar. 2011 # = 153 635	Mar. 2007 # = 146 173	Mar. 2008 # = 145 603	Apr. 2009 # = 142 394	Apr. 2010 # = 142 955	Mar. 2011 # = 143 246
<b>SUCCESSFUL</b>	79%	78%	79%	78%	77%	84%	84%	85%	84%	83%
<b>NOT SUCCESSFUL</b>	15%	15%	14%	15%	16%	16%	16%	15%	16%	17%
<b>OVERALL PARTICIPATION RATE</b>	94%	93%	93%	93%	93%					
<b>ABSENT</b>	3%	3%	2%	2%	2%					
<b>DEFERRED</b>	4%	4%	4%	5%	5%					

### Success Rates on the OSSLT over Five Years for First-Time Eligible Students



#### Observations

- Of the 143 246 students who wrote the OSSLT for the first time in 2011, 83% were successful.
- Although results have been consistently high over the past five years, there has been a slight decrease in the percentage of successful students in each of the last two years.

\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

## INFORMING PROFESSIONAL PRACTICE

The following observations and suggested strategies for improvement are meant to assist educators in helping students develop and demonstrate their literacy skills. They are based on an analysis of **first-time eligible students'** performance on the April 2011 Ontario Secondary School Literacy Test (OSSLT) and of their performance in previous years, as well as on feedback from scorers of the 2011 OSSLT. Some of the observations refer to released sections of the 2011 OSSLT that can be found on the EQAO Web site.

## PREPARING STUDENTS TO WRITE THE OSSLT

According to *Principles for Fair Student Assessment Practices for Education in Canada* (Alberta: Joint Advisory Committee, 1993, p. 19), students must be informed “about the content of the assessment, types of question formats used, and appropriate strategies, if any, for responding.” EQAO develops and posts OSSLT preparation materials, including rubrics and previous tests, each year prior to the administration of the test. EQAO depends on schools to ensure each student has the opportunity to use these materials and undertake the test with knowledge of its format and all associated rules.

For more information on the terms and strategies in boldface in the following chart, refer to the List of Resources at the end of the chart.

## OBSERVATIONS AND SUGGESTED STRATEGIES FOR IMPROVEMENT BY SKILL: READING

Through a combination of multiple-choice and open-response questions about narrative, informational and graphic reading texts, the OSSLT focuses on three reading skills:

Reading Skill 1: understanding explicitly stated information and ideas

Reading Skill 2: understanding implicitly stated information and ideas

Reading Skill 3: making connections between information and ideas in a reading selection and personal knowledge and experience

	Observations	Strategies for Improvement
Reading	<p>Over the past three years (2009–2011), student performance has improved on multiple-choice questions assessing Reading Skill 1 and declined on questions assessing Reading Skills 2 and 3.</p> <p>Compared to last year, students were more successful on multiple-choice questions assessing their understanding of vocabulary and organization in texts, and they were less successful on multiple-choice questions assessing their understanding of syntax and graphic features in texts.</p>	<p>Continue teaching students <b>reading strategies</b> across all content areas. Focus instruction on helping students use their understanding of explicitly stated information in texts to <b>make inferences</b> and <b>make connections</b>.</p> <p>Provide students with more frequent direct instruction in <b>syntax</b> and understanding <b>graphic features</b> in texts.</p>

	Observations	Strategies for Improvement
Reading (continued)	<p>Over the past three years, the percentage of students receiving the top score (Code 30) for open-response reading questions has decreased in Skills 2 and 3. A more noticeable drop occurred in 2011.</p> <p>In 2011, students performed slightly better on open-response reading questions for Skill 2 than for Skill 3.</p>	<p>In all subject areas, engage students in developing <b>success criteria</b> related to reading and writing tasks for classroom assessments.</p> <p>Model writing explanations that make explicit links between the support and the ideas it is intended to prove. A response is assigned a Code 20 rather than a Code 30 if the reader is required to make this connection.</p>
	<p>Students were least successful on the open-response question that required them to identify a main idea of a reading selection and to provide one specific detail from the selection that supports it. As in previous years, this is the question that had the largest percentage of blanks. This year, it, along with the open-response question related to the news report, also had the smallest percentage of students receiving the top score.</p> <p>This year, scorers of the open-response questions related to the dialogues reported that some students had difficulty correctly identifying speakers when they were not explicitly identified.</p> <p>Scorers also reported that when asked to use specific details from the selection to support their open response, some students retold the selection rather than selecting relevant and specific details and using them for support.</p>	<p>Model how to differentiate between the topic of a paragraph and its main idea, and how to look for <b>relationships between ideas</b>.</p> <p>Continue to provide students with multiple opportunities to <b>summarize</b> texts by identifying the <b>main idea</b> and relevant supporting details. Provide <b>subject-specific support</b> when teaching students strategies for summarizing texts (e.g., using <b>graphic organizers</b>, highlighting text).</p> <p>Have students practise identifying who is speaking in dialogues. Teach them to look for clues that aid in identifying speakers when this information is not explicitly provided (e.g., linking pronouns to the correct nouns, writing a speaker's initial next to his or her statements).</p> <p>In classroom contexts, draw attention to question prompts (e.g., describe, identify, summarize). Have students explain the difference between retelling information and using selective information to address the prompt, then have them practise doing so.</p>

## OBSERVATIONS AND SUGGESTED STRATEGIES FOR IMPROVEMENT BY SKILL: WRITING

Through a combination of multiple-choice questions, two short-writing tasks and two long-writing tasks (a news report and a series of paragraphs expressing an opinion), the OSSLT focuses on three writing skills:

Writing Skill 1: developing a main idea with sufficient supporting details

Writing Skill 2: organizing information and ideas in a coherent manner

Writing Skill 3: using conventions (spelling, grammar, punctuation) in a manner that does not distract from clear communication

	Observations	Strategies for Improvement
Writing	<p>Over the past four years (2008–2011), students have performed better on the short-writing tasks than on the long-writing tasks, for both topic development and use of conventions.</p> <p>In 2011, student performance in topic development declined on multiple-choice writing questions and short-writing tasks since last year.</p>	<p>In order to better understand cross-curricular student needs in writing and to plan next steps, have teachers in all subjects and grades collaborate to establish a common vocabulary and assessment standards and to give feedback about assignments that require a written response. Refer to the Communications category of all subject achievement charts for information on how their criteria inform and support writing instruction. Use the videos and learning resources about <b>moderated marking</b> and <b>teaching and learning critical pathways</b>.</p> <p>Refer to Ministry <b>exemplars</b> that feature writing tasks (e.g., the Grade 9 academic English supported opinion essays on conflict) to identify criteria for effective and ineffective topic development, use of detail, organization and use of conventions. Where relevant to the revised curriculum documents, use or adapt other subject-specific exemplars that feature writing tasks and related criteria.</p> <p>Teach writing skills cross-curricularly, using <b>subject-specific supports</b>.</p> <p>Provide opportunities to write extended responses in on-demand situations.</p>
	<p>In 2011, scorers reported that students who performed well on the short-writing tasks were able to structure their writing around a main idea, provide relevant support and use effective vocabulary to communicate their ideas. Students who performed poorly on the short-writing tasks often repeated ideas, provided vague support and used a limited vocabulary. Some students missed cues in the prompts. For example, instead of writing about providing advice to someone else, they wrote about receiving advice, or rather than explaining their choice of an ideal field trip destination, they listed many destinations they would like to visit.</p>	<p>Refer students to the <b>OSSLT preparation materials</b>, including the released student responses, the annotations and the rubrics, to help them identify and articulate the difference between vague and specific details and how details are connected to the main idea.</p> <p>Use components of the <b>writing process</b> to help students build skills. Model how to brainstorm words and generate ideas related to a topic before writing. Model how to select relevant supporting details, add content by selecting sufficient details, and organize and present information in complete sentences during writing.</p> <p>Have students practise developing short responses using key terms from subject-based questions and share these in small-group and whole-class discussions. <b>Assess for learning</b> and provide specific descriptive feedback on students' performance.</p>

	Observations	Strategies for Improvement
Writing (continued)	<p>Over the past four years (2008–2011), the percentage of students who received the top scores (Codes 50 and 60) for topic development has continued to increase for the series of paragraphs expressing an opinion, while it has varied for the news report.</p> <p>In 2011, there was an increase in the percentage of students who received the top scores for topic development in the news report since last year.</p> <p>However, the percentage was lower for the series of paragraphs expressing an opinion.</p>	<p>Continue to provide frequent opportunities to practise persuasive writing (e.g., an ad campaign, a blog response, or a letter to the editor, an administrator or a community leader) using different instructional strategies for <b>non-fiction writing</b> (e.g., <b>think-aloud</b>, <b>place mat</b>, group writing, whole-class discussions and the Ministry-licensed graphic organizer software).</p> <p>Continue to provide direct instruction and models to clarify the characteristics of a newspaper report (e.g., objective point of view, use of dates and quotations) as distinct from other <b>writing forms</b> (e.g., personal narrative, editorial or persuasive opinion piece).</p>
	<p>In 2011, scorers reported that students who performed well on the long-writing tasks were able to organize their writing to establish and sustain a clear focus or opinion, and provided enough relevant details to develop a logical progression of ideas. Students who performed poorly on the tasks often had an inconsistent or unclear focus in their writing, provided too few details to develop their ideas or included details that were confusing, and structured paragraphs poorly. Some students missed cues in the prompts (e.g., context for the opinion, headline, photograph) that could have been used to help direct and develop their writing.</p>	<p>Continue to provide frequent opportunities for students to apply their understanding of paragraph structures and <b>organizational patterns</b> in different forms of writing for different purposes.</p>
	<p>On the short-writing tasks, most students were able to use conventions so that any errors did not distract from communication. On the long-writing tasks, most students received Codes 30 and 40, indicating that they were able to use conventions in a way that did not distract from communication, or in a way that showed control.</p> <p>Over the past four years, students performed better on conventions for the news report than for the series of paragraphs expressing an opinion. This is true for all subgroups, such as English language learners, students taking applied English courses and students with special education needs.</p>	<p>Continue to help students to use correct spelling, grammar and punctuation in writing across all subject areas.</p> <p>Provide opportunities for peer-editing and feedback on use of conventions on first drafts of assignments. (Peers can also provide focused feedback on evidence of a main idea, presence of relevant supporting details and use of words or phrases that signal an organizational pattern, etc.)</p>
	<p>As in previous years, students generally performed well on the multiple-choice writing questions. However, this year, students performed less well on questions assessing Skill 3. These questions ask students to recognize common spelling, grammar and punctuation patterns in grade-appropriate written materials. While the percentages vary, this is true of all subgroups.</p>	

## GENERAL OBSERVATIONS AND SUGGESTED STRATEGIES FOR IMPROVEMENT

	Observations	Strategies for Improvement
Lack of Success	<p>Between 2007 and 2011, the gap between successful and unsuccessful students decreased for Reading Skill 3, but increased for Reading Skills 1 and 2. The gap remained relatively stable for writing (topic development) for both short- and long-writing tasks.</p> <p>The percentage of blank responses was noticeably larger among students who were unsuccessful than among the student population as a whole for all open-response reading questions and short- and long-writing tasks.</p>	<p>For whole-school approaches to <b>student success</b>, have teachers <b>embed literacy strategies</b> across all subjects and view demonstration-classroom videos that show how <b>learning-focused conversations</b> can promote literacy development.</p> <p>Use and adapt Ministry-commissioned <b>subject-specific literacy lessons</b> that tailor specific reading and writing strategies to content.</p> <p>Encourage a whole-school focus on developing thinking skills through higher-level <b>questioning</b>.</p> <p>In all subjects, help students understand the learning objectives and <b>success criteria</b>, such as those in EQAO's OSSLT scoring guides, for reading and writing assignments. Have students use this understanding to self-assess and describe the quality of their work to others (e.g., peers, parents, caregivers) during student-led conferences.</p>
	<p>Student performance varied on the four open-response reading questions, but the majority of students who were unsuccessful overall received scores indicating they had minimal or only some reading comprehension, were unable to make interpretations and produced responses that included irrelevant or vague ideas and information from the selections (Codes 10 and 20). Although these students had difficulty with multiple-choice reading questions assessing all three reading skills, they had the most difficulty on questions measuring Reading Skill 3.</p>	<p>Before and during reading, use <b>cognitive templates</b> that help students navigate through texts (e.g., the probable passage template helps students preview vocabulary, break down and identify textual components (who, what, where) and predict content).</p> <p>Have students provide oral summaries, then practise writing summaries of short texts, then increasingly longer ones.</p>
	<p>Scorers noted that a common weakness in the reading open-responses was that students did not answer all aspects of the question or missed key words and therefore did not make a clear link between the selection and what the question was asking.</p>	<p>Have students practise identifying key words in information texts and distinguishing between important and interesting ideas.</p> <p>To assess their understanding of subject matter, model developing <b>questions</b> after reading, and then have students practise developing their own questions and sharing them during subject-based discussions.</p>
	<p>Unsuccessful students showed greater success on the short- than on the long-writing tasks, as did the student population as a whole. In long writing, many students who were unsuccessful on the test received scores for topic development indicating that, although they did not establish and maintain a clear focus to their writing, they were able to provide some evidence of organization and some specific and relevant supporting details.</p> <p>Students were least successful on multiple-choice writing questions measuring Writing Skill 3.</p>	<p>Provide <b>discussion structures</b> (e.g., four corners) to help students learn how to develop an opinion and generate sufficient supporting details on a subject.</p> <p>Use writing templates such as <b>RAFTS</b> to help students understand the relationship between text forms, content, audience, purpose and writing focus.</p> <p>Continue to teach students <b>revising and editing</b> strategies. Provide in-class time for students to refine their work and build writing proficiency.</p> <p><b>Assess for learning</b>, giving concrete feedback on what was done well and what needs improvement.</p>

	Observations	Strategies for Improvement
Gender	There continues to be a gender gap, with females outperforming males in reading and writing.	<p>To address the <b>literacy skills of males</b>, identify the degree to which <b>boys' underachievement</b> intersects with other factors (course level, socio-economic status, culture) in order to determine the most effective interventions for struggling readers and students at risk.</p> <p>Adopt practices used in schools with small gender gaps in their OSSLT results and described in the EQAO research study <i>Towards an Understanding of Gender Differences in Literacy</i>.</p> <p>Employ questioning strategies from <b>critical literacy</b> (e.g., examining texts for point of view, for portrayal of males and females, and for use of connotative language and supporting detail) to help students read closely and to encourage deeper engagement.</p> <p>Provide engaging opportunities for students (boys in particular) to explore narrative and dialogue through <b>graphic novels</b>.</p>
	<p>As was observed in 2010, the gap in reading performance favouring females was most noticeable in the dialogue reading selection.</p> <p>Overall in 2011, as in the past four years, there was very little difference in the way males and females responded to multiple-choice questions related to the reading selections.</p> <p>While performance for males and females on multiple-choice reading questions assessing Skill 1 has improved since 2008, it has declined on questions assessing Reading Skills 2 and 3.</p> <p>This year, the most pronounced difference favouring females is evident in multiple-choice reading questions that assess the use of grammatical structures and punctuation to understand the meaning of selections.</p> <p>In 2011, females continued to perform better than males on the open-response reading questions.</p>	<p>Review recent Ministry resources for strategies that improve the <b>literacy skills of males</b> and also have a positive impact on all students (e.g., <b>literature circles, differentiated instruction</b>).</p> <p>Encourage male students to read more, and more frequently, both independently and socially, in order to build knowledge of vocabulary, information, ideas and language conventions.</p> <p>Employ effective classroom practices (e.g., providing opportunities for social interaction and talk, using the arts and technology) to support the improvement of boys' literacy skills.</p> <p>Encourage female students to extend their skills and experiences by exploring technology (e.g., <b>podcasts</b>) and new literacies.</p>
	<p>The writing performance of both males and females in topic development for short writing has declined since 2008. However, performance in use of conventions has stayed relatively stable.</p> <p>Females performed slightly better than males in topic development for short writing. Overall, in 2011, there was little difference between males' and females' performances in both use of conventions and topic development for short writing.</p>	<p>Use the <b>writing process</b> to provide concrete and specific activities for finding and supporting the <b>main idea</b>, developing and organizing ideas (e.g., webbing and mapping) and adding details ("pass-it-on" templates and activities).</p>

	Observations	Strategies for Improvement
Gender (continued)	<p>Over the past four years, females have performed better than males on both long-writing tasks. On the series of paragraphs expressing an opinion, the gap in favour of females receiving the top scores (Codes 50 and 60) has remained the same, while it has been closing for the news report (in 2011, it was the smallest yet).</p> <p>In 2011, the performance of both males and females declined noticeably in multiple-choice Writing Skill 3 questions assessing the use of conventions, which focus on punctuation, capitalization, grammar and usage.</p>	<p>Encourage the use of online writing forms (e.g., wikis, blogs, fan fiction, zines, Web pages) to engage all students in writing for specific audiences and purposes.</p>
English Language Learners	<p>In 2011, the pattern of performance among the English language learners in reading and writing was similar to that of the student population as a whole.</p> <p>For all open-response and short-writing tasks, English language learners left a proportionally larger percentage of blanks than did the first-time eligible student population as a whole.</p> <p>English language learners had the most success on the multiple-choice reading questions that assessed their understanding of vocabulary and performed the least well on those assessing their understanding of syntax and graphic features in texts. English language learners also had difficulty with multiple-choice reading questions that assessed the use of grammatical structures and punctuation to understand the meaning of selections.</p> <p>The greatest differences in performance between English language learners and the student population as a whole were on multiple-choice reading questions that assessed understanding of vocabulary.</p>	<p>Use strategies confirmed by research (e.g., direct vocabulary instruction and making inferences from context) to strengthen the vocabulary of <b>English language learners</b>.</p> <p>Focus on strategies and activities to help English language learners <b>build academic language and vocabulary</b>.</p> <p><b>Build listening skills</b> to enhance vocabulary acquisition and comprehension.</p> <p>Use <b>word walls</b> to help close the vocabulary gap between English language learners and other students and engage students in exploring vocabulary and using words in new contexts.</p> <p>Through strategies such as modelling and discussion, encourage students to value their own experiences and knowledge and to link them to texts. Encourage them to attempt to answer all questions.</p> <p>Teach conventions in authentic reading and writing contexts. During writing conferences, query students on their use of specific conventions (e.g., choice of verb endings, quotation marks) in order to determine their knowledge of same, and to help them identify and understand the effect of <b>syntax</b> and punctuation on meaning.</p>



	Observations	Strategies for Improvement
English Language Learners (continued)	<p>In 2011, English language learners also performed better on topic development for the series of paragraphs expressing an opinion than for the news report. Furthermore the percentage of English language learners who received the top scores in topic development for the opinion piece was nearly the same as that among the entire student population.</p> <p>As was true for the student population as a whole, on the short-writing tasks, most English language learners were able to use conventions so that any errors did not distract from communication. On the long-writing tasks, most English language learners received a Code 30 or 40, indicating that they were able to use conventions in a way that did not distract from communication or in a way that showed control, with a smaller proportion of them showing control.</p>	<p>Provide English language learners with many opportunities in all subject areas to read and discuss a wide variety of texts that expand their general knowledge.</p>
Students with Special Education Needs	<p>Over the past four years (2008–2011), the performance of students with special education needs on multiple-choice Reading Skill 1 questions has gradually improved, while their performance has declined on multiple-choice reading questions assessing Skills 2 and 3 (i.e., those asking them to draw inferences from texts and make interpretations).</p>	<p>Provide frequent opportunities for developing thinking skills through higher-level <b>questioning</b>. Teach <b>students with special education needs</b> concrete strategies for developing questions of their own.</p> <p>Break down complex tasks using the <b>strategy implementation continuum</b> (model, share and guide before assessing independent use of a strategy or skill) when introducing and reviewing reading and writing strategies.</p>
	<p>Since 2008, the percentage of students with special education needs receiving the top scores (Codes 50 and 60) for topic development has increased noticeably for the series of paragraphs expressing an opinion and slightly for the news report. Also, there has been an increase in the percentage of such students receiving the top score (Code 40) for conventions for both long-writing tasks. However, these percentages are still below the percentages for all students.</p>	<p>Continue to use diverse instructional methods, including differentiated instruction and universal design in order to include students with exceptionalities in learning more effectively.</p>
	<p>Over one-third of the students with special education needs received scores for topic development for the long-writing tasks that indicated they were unable to structure their writing around a main idea and provide sufficient relevant support to communicate their ideas clearly (Codes 20 and 30).</p> <p>Over one-half of students received scores for topic development for the short-writing tasks that indicate their responses were not developed or were developed with vague ideas and information (Codes 10 and 20).</p>	<p>In all content areas, provide direct teaching of <b>organizational patterns</b>, including transitional words and phrases and graphic organizers to help structure specific patterns.</p>

	Observations	Strategies for Improvement
Course Type in English	<p>As in previous years, students in the applied English course did not perform as well as students in the academic English course.</p> <p>The gap between the performance of students in the two courses is pronounced for all reading and writing prompts and tasks, with the exception of the use of conventions on the short-writing tasks.</p>	<p>Continue to provide an intensive cross-curricular focus on literacy skills for students in applied courses.</p> <p>Provide multiple opportunities, strategies and activities for developing <b>thinking skills</b>, in order to help students focus on important issues and concepts in texts and to help them learn the multiple roles of the literate learner (i.e., meaning maker, code user, text user and text analyzer).</p> <p>Provide activities for extending vocabulary, such as creating subject-specific <b>word walls</b>, in order to enhance reading comprehension and generate content for writing.</p>
	<p>Students in the applied English course also left a larger percentage of responses blank for all reading questions and writing tasks than did students in the academic English course. They left double the percentage of blank and off-topic responses for the open-response reading question that asked them to state the main idea and a specific detail that supports it for the information paragraph.</p>	<p>To enhance student knowledge and understanding of texts, provide strategies for developing <b>questions</b>. Provide direct explanation of different question types and subsequently have students generate and present their own questions that show their comprehension of information and ideas.</p> <p>Provide students with complete booklets from past OSSLT administrations to help them become familiar with their format and layout. Provide direct instruction in reading directions and prompts fully. Have small groups discuss and explain what they need to do to answer the question (e.g., identify key words, highlight information in the text). Have students explain OSSLT terms (e.g., “section” and “selection”) and identify the breaks between reading and writing components.</p>
	<p>Among multiple-choice reading questions, the largest percentage-point gaps between students in the applied- and academic-level courses occurred in those assessing understanding of syntax and graphic features in selections.</p> <p>In 2011, the pattern of performance of students in the academic and applied English courses was similar for multiple-choice reading questions. There was a similar pattern for multiple-choice writing questions.</p>	<p>Teach students sentence combining skills, using sentences from authentic texts and their own work, to improve <b>syntax</b>. Encourage students to read orally, on their own or in pairs, in order to become sensitive to phrasing and syntax in their own and others’ writing.</p>

	Observations	Strategies for Improvement
Course Type in English (continued)	Students in the applied English course experienced more difficulty with multiple-choice writing questions assessing all three writing skills than did students in the academic English course.	
	<p>Most students in the academic English course received scores in news-report topic development indicating they wrote clearly focused and organized responses that provided sufficient supporting details (Codes 40 to 60). A smaller proportion of students in the applied English course did so. There was a similar performance pattern on the series of paragraphs expressing an opinion task.</p> <p>For short writing (topic development) at the top score (Code 30), a gap similar to the one observed for the long-writing tasks favoured students in the academic- over those in the applied-level English course. For short writing (conventions), students in the two courses performed similarly.</p> <p>While students in the academic English course performed slightly better on topic development for the series of paragraphs expressing an opinion than for the news report, students in the applied course performed the same on both.</p>	<p>Provide students with opportunities to brainstorm ideas orally before writing, as rehearsing and internalizing brainstorming can help them generate more extensive content on their own.</p> <p>Provide practice identifying and looking for relationships (e.g., comparison/contrast, cause and effect) between ideas and information in all texts.</p> <p>Teach students different signal words and <b>organizational patterns</b> and how to use these to locate information, sequence main ideas and link new information to what they already know.</p>

## RESOURCES

EQAO reminds educators to use the **OSSLT preparation materials** posted on the EQAO Web site to prepare students for writing the test: *Planning and Preparation Guide*, *Getting Ready Guide*, Released OSSLT Materials (previous tests and answers), Sample Test Materials, and Characteristics of Successful and Unsuccessful Student Performance on the OSSLT. School success stories, also available on the EQAO Web site, provide information about school-wide strategies to improve student literacy skills.

Resources are listed in alphabetical order by topic.

### List of Resources (2011)

#### For more information about

##### Assessment for learning, go to

- Ministry of Education of Ontario (Producer). (2007). *Assessment video—Clip 1*. [Video posted under “Resources for the Ontario Curriculum, Grades 9–12, ESL and ELD, 2007”]. Available at <http://www.edu.gov.on.ca/eng/policyfunding/ocup/>
- Ministry of Education of Ontario (Producer). (2007). *Assessment video—Clip 2*. [Video posted under “Resources for the Ontario Curriculum, Grades 9–12, ESL and ELD, 2007”]. Available at <http://www.edu.gov.on.ca/eng/policyfunding/ocup/>
- Ministry of Education of Ontario. (2010). Chapter 4: *Assessment for and as learning*. In *Growing success: Assessment, evaluation, and reporting in Ontario schools* (pp. 27–36). Toronto, Ontario: Queen’s Printer. Available at <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>
- Literacy and Numeracy Secretariat (Producer). (2006, April 27). *Rethinking classroom assessment with purpose in mind* [Webcast]. Available at <http://www.curriculum.org/secretariat/april27.shtml>
- Literacy and Numeracy Secretariat. (2006, April 27). *Rethinking classroom assessment with purpose in mind: Viewing and discussion guide*. Available at <http://www.curriculum.org/secretariat/files/April27Guide.pdf>
- Literacy and Numeracy Secretariat. (2007, December). *Student self-assessment* (Capacity Building Series: Secretariat Special Edition 4). Available at <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/StudentSelfAssessment.pdf>

##### Boys’ underachievement, go to

- Martino, W. (2008, April). *Boys’ underachievement: Which boys are we talking about?* (What works? Research into Practice Research Monograph 12). Available at <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Martino.pdf>

##### Building listening skills, go to

- *Connecting Practice and Research: Listening guide* (2008). Available at [http://www.edugains.ca/resourcesLIT/CoreResources/Listening\\_Guide\\_June4%202009.pdf](http://www.edugains.ca/resourcesLIT/CoreResources/Listening_Guide_June4%202009.pdf)

##### Building academic language and vocabulary, go to

- Cummins, J. (2007, June). *Promoting literacy in multilingual contexts* (What Works? Research into Practice Research Monograph 5). Available at <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Cummins.pdf>

##### Cognitive templates, go to

- Ministry of Education of Ontario. (2004). *Reading between the lines/prediction (probable passages)*. In *Think Literacy: Subject Specific Examples: Language/English, Grades 7–9* (pp. 8–13). Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitEnglish.pdf>

##### Critical literacy, go to

- Literacy and Numeracy Secretariat (Producer). (2007, November 29). *Critical literacy* [Webcast]. Available at <http://www.curriculum.org/secretariat/november29.shtml>
- Ministry of Education of Ontario, EDU GAINS. (2009). *Connecting practice and research: Critical literacy guide*. Literacy GAINS. Available at [http://www.edugains.ca/resourcesLIT/CoreResources/Critical\\_Literacy\\_Guide.pdf](http://www.edugains.ca/resourcesLIT/CoreResources/Critical_Literacy_Guide.pdf)
- Literacy and Numeracy Secretariat. (2009, August). *Critical literacy: A lens for learning* (Capacity Building Series: Secretariat Special Edition 9). Available at [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Critical\\_Literacy.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Critical_Literacy.pdf)
- Ministry of Education of Ontario, EDU GAINS. (2009). *Critical Literacy: Taking multiple perspectives*. Literacy GAINS. Available at [http://www.edugains.ca/resourcesLIT/LiteracyinSpecialSubjects/LanguageEnglish/G9CritLitL\\_TakingMultiplePerspectives.pdf](http://www.edugains.ca/resourcesLIT/LiteracyinSpecialSubjects/LanguageEnglish/G9CritLitL_TakingMultiplePerspectives.pdf)

## List of Resources (2011) (continued)

### Critical literacy, (continued)

- Ministry of Education of Ontario, EDU GAINS. (2009). *Critical Literacy: Identifying values and beliefs*. Literacy Gains. Available at [http://www.edugains.ca/resources/LIT/LiteracyinSpecialSubjects/LanguageEnglish/G9CritLit2\\_values&beliefs.pdf](http://www.edugains.ca/resources/LIT/LiteracyinSpecialSubjects/LanguageEnglish/G9CritLit2_values&beliefs.pdf)
- Ministry of Education of Ontario, EDU GAINS. (2009). *Critical Literacy: Questioning the text*. Literacy Gains. Available at [http://www.edugains.ca/resources/LIT/LiteracyinSpecialSubjects/LanguageEnglish/G9CritLit3\\_QuestioningTheText.pdf](http://www.edugains.ca/resources/LIT/LiteracyinSpecialSubjects/LanguageEnglish/G9CritLit3_QuestioningTheText.pdf)
- Ministry of Education of Ontario, EDU GAINS. (2009). *Critical Literacy: Uncovering stories*. Literacy Gains. Available at <http://www.edugains.ca/resources/LIT/LiteracyinSpecialSubjects/LanguageEnglish/G9CritLit4-Uncovering.pdf>
- Ministry of Education of Ontario, EDU GAINS. (2010, December 20). *I am a podcaster*. Available at <http://www.edugains.ca/newsite/literacy2/subjectspecific/iamapodcaster.html>

### Differentiated instruction, go to

- Literacy and Numeracy Secretariat (Producer). (2006, March 29). *Differentiated instruction: Continuing the conversation* [Webcast]. Available at <http://www.curriculum.org/secretariat/march29.shtml>
- Literacy and Numeracy Secretariat (Producer). (2000, September 28). *Building upon our successes*. [Webcast]. Available at <http://www.curriculum.org/secretariat/september28.shtml>
- Ministry of Education of Ontario. (2005). Differentiated instruction. In *Education for all: The report of the expert panel on literacy and numeracy instruction for students with special education needs, kindergarten to Grade 6* (pp. 14–15). Available at <http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf>
- Ministry of Education of Ontario. (2009, June). Instructional approaches. In *Learning for All, K–12* [draft] (pp. 13–24). Available at [http://www.ontariodirectors.ca/L4All/L4A\\_en\\_downloads/LearningforAll%20K-12%20draft%20J.pdf](http://www.ontariodirectors.ca/L4All/L4A_en_downloads/LearningforAll%20K-12%20draft%20J.pdf)

### Discussion structures, go to

- Ministry of Education of Ontario. (2004). Oral communication. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12* (pp. 32–40). Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitLearning.pdf>
- Ministry of Education of Ontario. (2004). Oral communication. *Think Literacy: Cross-Curricular Approaches, Grades 7–12* (pp. 152–192). Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/Oral.pdf>

### Embedding literacy strategies, go to

- Ministry of Education of Ontario. (n.d.). *Think Literacy: Embedding literacy strategies into daily instruction* [Slide presentation]. Available at <http://curriculum.adobeconnect.com/thinkliteracy/>

### English language learners, go to

- Ministry of Education of Ontario. (2005). Teach language everywhere: A cross-curricular approach. In *Many roots, many voices: Supporting English language learners in every classroom* (pp. 23–34). Available at <http://www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf>
- Literacy and Numeracy Secretariat (Producer). (2005, December 7). *Teaching and learning in multilingual Ontario* [Webcast]. Available at <http://www.curriculum.org/secretariat/december7.shtml>
- Education Quality and Accountability Office. (2008, Winter). Preparing for the OSSLT. *EQAO Connects*. Available at <http://www.eqao.com/eMagazine/2008/01/eMagazine.aspx?Lang=E>.

### Exemplars, go to

- Ministry of Education of Ontario. (2000). *The Ontario Curriculum Exemplars, Grade 9*. Available at <http://www.edu.gov.on.ca/eng/curriculum/secondary/english9ex/>

### Graphic features, go to

- Ministry of Education of Ontario. (2009). *Differentiated Instruction Teaching/Learning Examples: Grade 9 English, applied (ENG1P): Reading graphic text*. Available at [http://www.edugains.ca/resources/DI/TeachingLearningExamples/Language%20-%20English%20Grades%207-10/Folder%20Eng\\_GR9\\_Graphic%20Text.pdf](http://www.edugains.ca/resources/DI/TeachingLearningExamples/Language%20-%20English%20Grades%207-10/Folder%20Eng_GR9_Graphic%20Text.pdf)
- Ministry of Education of Ontario. (2009). Grade 9 English, Applied (ENG1P): Reading Graphic Text [Appendices]. In *Differentiated Instruction Teaching/Learning Examples*. Available at [http://www.edugains.ca/resources/DI/TeachingLearningExamples/Language%20-%20English%20Grades%207-10/Appendix%20EngGr9\\_Graphic%20Text.pdf](http://www.edugains.ca/resources/DI/TeachingLearningExamples/Language%20-%20English%20Grades%207-10/Appendix%20EngGr9_Graphic%20Text.pdf)

**List of  
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**Graphic organizers, go to**

- Ministry of Education of Ontario. (2009). *The Road Ahead: Boys' literacy teacher inquiry project, 2005 to 2008*. Available at [http://www.edu.gov.on.ca/eng/curriculum/RoadAhead2009\\_Supplement.pdf](http://www.edu.gov.on.ca/eng/curriculum/RoadAhead2009_Supplement.pdf)
- Ministry of Education of Ontario. (2005). Engaging in reading: Computerized graphic organizers. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Computer integration, Grades 7–12* (pp. 2–7). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitComputerIntegration.pdf>
- Ministry of Education of Ontario. (2004). Engaging in reading: Computerized graphic organizers. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Family studies, Grades 9–10* (pp. 70–73). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitFamilyStudies.pdf>

**Graphic novels, go to**

- Ministry of Education of Ontario. (2005). Reading different text forms: Graphic novels. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: English, Grades 10–12* (pp. 36–41). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitEnglish10-12.pdf>

**Graphical texts, go to**

- Ministry of Education of Ontario. (2005). Reading different text forms: Graphical texts. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Science, Grade 10, reading strategies* (pp. 6–13). Available at <http://www.edugains.ca/resources/LIT/LearningMaterials/SubjectSpecific/ThinkLiteracy/ThinkLitScienceReading.pdf>
- Ministry of Education of Ontario. (2005). Reading graphical texts. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Learning strategies 1, Grade 9* (pp. 10–13). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitLearning.pdf>
- Ministry of Education of Ontario. (2005). Getting ready to read: Reading graphical text (project management). In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Technological education, Grades 9–12* (pp. 14–19). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitTechnology9-12.pdf>
- Ministry of Education of Ontario. (2004). *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Geography, Grade 9*. Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitGeography9.pdf>

**Group writing, go to**

- Ministry of Education of Ontario. (2004). Generating ideas: Adding content (pass it on!). In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Health and physical education, Grades 7–9* (pp. 80–85). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitHealthPhysEd.pdf>

**Informational texts, go to**

- Ministry of Education of Ontario. (2003). Reading different text forms: Reading informational texts. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12* (pp. 80–82). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf>
- The “Reading different text forms” sections of the various volumes of *Think Literacy: Cross-Curricular Approaches, Grades 7–12*, available at <http://www.edu.gov.on.ca/eng/teachers/studentsuccess/specific.html>

**Learning-focused conversations, go to**

- Ministry of Education of Ontario. *Learning-focused conversations and shared reading in Grade 12 history* [Webcast]. Available at <http://www.edugains.ca/resources/LIT/LiteracyVideo/index.html?movieID=2>

**Literacy skills of males, go to**

- Ministry of Education of Ontario. (2004). Teach with a purpose: Understanding boy's learning styles. In *Me read? no way! a practical guide to improving boys' literacy skills* (pp. 15–21). Toronto, Ontario: Queen's Printer for Ontario. Available at <http://www.edu.gov.on.ca/eng/document/brochure/meread/meread.pdf>
- Ministry of Education of Ontario (Producer). (n.d.). Video: *Read anything good lately? Boys, books and reading*. [Video]. Available at <http://www.edu.gov.on.ca/eng/curriculum/boysliteracy.html#video>
- Ministry of Education of Ontario. (2008, June). *Boys' literacy teacher inquiry: Work plan support booklet 3(4)*. Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/SupportJune08.pdf>
- Literacy and Numeracy Secretariat (Producer). (2009, November). *Engaging boys: Powerful possibilities for all learners* [Webcast]. Available at <http://www.curriculum.org/secretariat/engaging/index.shtml>
- Ministry of Education of Ontario. (2009). *Me read? and how! Ontario teachers report on how to improve boys' literacy skills*. Toronto, Ontario: Queen's Printer. Available at [http://www.edu.gov.on.ca/eng/curriculum/meRead\\_andHow.pdf](http://www.edu.gov.on.ca/eng/curriculum/meRead_andHow.pdf)
- Ministry of Education of Ontario. (n.d.). *What current research tells us*. Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Research.pdf>

**Literature circles, go to**

- Literacy and Numeracy Secretariat. (2010, January). *Literature circles* [Webcast]. Available at <http://www.curriculum.org/secretariat/circles/index.shtml>



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**Main idea, go to**

- Ministry of Education of Ontario. (2004). Most/least important idea(s) and information. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12* (pp. 44–47). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf>
- Ministry of Education of Ontario. (2004). Most/least important idea(s) and information: Reading a problem. In *Think Literacy: Subject-Specific Examples: Mathematics, Grades 7–9* (pp. 44–50). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitMath.pdf>
- Ministry of Education of Ontario. (2004). Most/least important idea(s) and information. In *Think Literacy: Health and physical education, Grades 7–10* (pp. 26–32). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitHealthPhysEd.pdf>
- Ministry of Education of Ontario. (2004). Most/least important idea(s) and information (Food marketing and advertising). In *Think Literacy: Family studies, Grades 9–10* (pp. 32–34). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitFamilyStudies.pdf>
- Ministry of Education of Ontario. (2004). Reading different text forms. In *Think Literacy: Subject-Specific Examples, Grades 7–9: Mathematics* (pp. 58–74). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitMath.pdf>

**Making connections, go to**

- Ministry of Education of Ontario. (2004). Posters for instruction: During reading—Make connections. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Reading strategies*. Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf>
- Ministry of Education of Ontario. (2004). Reacting to reading: Responding to text (graffiti). In *Think Literacy: Cross-Curricular Approaches, Grades 7–12* (pp. 66–69). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf>

**Making inferences, go to**

- Literacy and Numeracy Secretariat. (2009, October). Some word-learning strategies. In *A world of words: Enhancing vocabulary development for English language learners* (Capacity Building Series: Secretariat Special Edition 11) (pp. 5–6). Available at [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/world\\_of\\_words.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/world_of_words.pdf)
- Literacy and Numeracy Secretariat. (n.d.). *Comprehending in action: Inferring* (Literacy and Numeracy Secretariat Professional Learning Series Module 1, Sessions 1–5). Available at <http://www.ontla.on.ca/library/repository/mon/18000/270559.pdf>
- Ministry of Education of Ontario. (2004). Reading between the lines: Making inferences. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12* (pp. 40–43). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf>

**Moderated marking, go to**

- Literacy and Numeracy Secretariat. (2007, September). *Teacher moderation: Collaborative assessment of student work* (Capacity Building Series: Secretariat Special Edition 2). Available at [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher\\_Moderation.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf)
- Literacy and Numeracy Secretariat. (2007, September 10). *Teacher moderation: Collaborative assessment of student work* [Webcast]. Available at <http://www.curriculum.org/secretariat/september10.shtml>

**Non-fiction writing, go to**

- Literacy and Numeracy Secretariat. (2008, May 2). Reading conference: Text structure (Part 4: Teaching Non-Fiction Writing, Clip 1). Of *High-Yield Strategies to Improve Student Learning* [Webcast]. Available at <http://www.curriculum.org/secretariat/may2.shtml>
- Literacy and Numeracy Secretariat. (2008, April 18). Connie Wright: Persuasive writing: Deconstructing a newspaper article. *Non-Fiction Writing* [Webcast]. Available at <http://www.curriculum.org/secretariat/april18.shtml>
- Literacy and Numeracy Secretariat. (2008, April 18). Bridget Scime: Report writing. *Non-Fiction Writing* [Webcast]. Available at <http://www.curriculum.org/secretariat/april18.shtml>
- Literacy and Numeracy Secretariat. (2009, April 21). Dr. Douglas Reeves: Non-fiction writing. *Quality Teaching: It's Intentional* [Webcast]. Available at <http://www.curriculum.org/secretariat/april21.shtml>
- Ministry of Education of Ontario. (2004). Writing strategies. In *Think literacy: Cross-Curricular Approaches, Grades 7–12* (pp. 112–122). Available at <http://www.edu.gov.on.ca/eng/teachers/studentsuccess/think.html>
- Literacy and Numeracy Secretariat. *Non-fiction writing for the junior student* (Capacity Building Series: Secretariat Special Edition 5). Available at <http://www.curriculum.org/secretariat/files/Apr18JuniorStudent.pdf>

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**Organizational patterns, go to**

- Ministry of Education of Ontario. (2004). Developing and organizing ideas. In *Think literacy: Cross-Curricular Approaches, Grades 7–12* (pp. 108–122). Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/Writing.pdf>
- Ministry of Education of Ontario. (2005). Developing and organizing ideas: Looking for relationships. In *Think literacy: Cross-Curricular Approaches, Grades 7–12: Library research, Grades 7–12* (pp. 25–27). Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitLibrary.pdf>
- Ministry of Education of Ontario. (2005). Developing and organizing ideas in *Think Literacy: Subject-Specific Strategies, Grades 7–12, English, Grades 10–12* (pp. 42–45). Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitEnglish10-12.pdf>

**OSSLT preparation materials, go to**

- the “Educator Resources” section of the Education Quality and Accountability Office Web site: <http://www.eqao.com/Educators/Secondary/10/10.aspx?Lang=E&gr=10>.

**Place mat, go to**

- Ministry of Education of Ontario. (2005). Small group discussions: Place mat. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Oral strategies* (pp. 62–64). Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/Oral.pdf>

**Questioning/questions, go to**

- Literacy and Numeracy Secretariat. (2009, April 21). Dr. Annette Woods: Critical literacy. *Quality Teaching: It's Intentional* [Webcast]. Available at <http://www.curriculum.org/secretariat/april21.shtml>
- Ministry of Education of Ontario. *Developing thinking skills through higher-level questioning* [Slide presentation]. Available at [https://admin.na3.acrobat.com/\\_a59783387/thinkingskills](https://admin.na3.acrobat.com/_a59783387/thinkingskills)
- Giroux, L. The key to good assessments: Developing good open-response reading test questions for Grade 10 students. *EQAO Connects* (Issue 2, 2009). Available at [http://www.eqao.com/eMagazine/2009/issue\\_1/eMagArticle.aspx?Lang=E&ArticleID=04&ItemID=41](http://www.eqao.com/eMagazine/2009/issue_1/eMagArticle.aspx?Lang=E&ArticleID=04&ItemID=41).
- Ministry of Education of Ontario. (n.d.). *One approach to questions* [Video]. Available at <http://www.edugains.ca/resourcesLIT/LiteracyVideo/index.html?movieID=1>
- Ministry of Education of Ontario. (2005). Developing questions. In *Think literacy: Cross-Curricular Approaches, Grades 7–12: Library research, Grades 7–12* (pp. 8–11). Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitLibrary.pdf>

**RAFTS, go to**

- Ministry of Education of Ontario. (2004). Setting the context (using RAFTS). In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Writing*. Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitEnglish.pdf>
- Ministry of Education of Ontario. (2010). DI structure—RAFTs. In *The Differentiated Instruction Scrapbook* (p. 19). Available at <http://www.edugains.ca/resourcesDI/EducatorsPackages/DIEducatorsPackage2010/2010DIScrapbook.pdf>

**Reading Strategies, go to**

- Ministry of Education of Ontario. (2004). Engaging in reading: Reading between the lines. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Reading strategies* (pp. 40–43). Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/Reading.pdf>
- Ministry of Education of Ontario (2005). Introduction to reading strategies. In *Think literacy: Cross-Curricular Approaches, Grades 7–12: Locally developed compulsory credit course—Grade 9 Science* (pp. 2–56). Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitLDCScience9.pdf>
- Ministry of Education of Ontario. (2004). *Think Literacy: Subject-Specific Examples: Geography, Grades 7–9 (Grade 9)*. Available at <http://www.edu.gov.on.ca/eng/teachers/studentssuccess/specific.html>
- Ministry of Education of Ontario. (2004). Reading strategies. In *Think Literacy: Health and physical education, Grades 7–10* (pp. 2–73). Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitHealthPhysEd.pdf>
- Ministry of Education of Ontario. (2005). Reading strategies: Reading different text forms. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Religious and family life education* (pp. 40–55). Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitReligion.pdf>
- Ministry of Education of Ontario (2004, 2005). Reading strategies: Reading different text forms. In *Think Literacy: Subject Specific Examples, Grades 7–12: Science and technology (2004 and 2005)*. Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitScience.pdf>



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**Relationships between ideas, go to**

- Ministry of Education of Ontario. (2005). Developing and organizing ideas: Looking for relationships. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Library research, Grades 7–12* (pp. 26–27). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitEnglish.pdf>

**Revising and editing, go to**

- Ministry of Education of Ontario. (2005). Developing and organizing ideas: Looking for relationships. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Writing strategies* (pp. 124–139). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/library.html>
- Ministry of Education of Ontario. (2005). Writing strategies: Revising and editing. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: English, Grades 10–12* (pp. 46–59). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitEnglish10-12.pdf>

**Social interaction and talk, go to**

- Ministry of Education of Ontario. (2009). Let them talk: Appealing to boys' need for social interaction and talk. In *Me read? and how! Ontario teachers report on how to improve boys' literacy skills* (pp. 32–37). Toronto, Ontario: Queen's Printer for Ontario. Available at [http://www.edu.gov.on.ca/eng/curriculum/meRead\\_andHow.pdf](http://www.edu.gov.on.ca/eng/curriculum/meRead_andHow.pdf)

**Strategy implementation continuum, go to**

- Ministry of Education of Ontario. (2010). *Strategy implementation continuum*. Available at <http://www.edugains.ca/resources/LIT/CoreResources/Strategy%20Implementation%20Continuum.pdf>

**Structure, go to**

- Ministry of Education of Ontario. (2004). Getting ready to read: Finding organizational patterns. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Reading* (pp. 16–19). Available at <http://www.edu.gov.on.ca/eng/teachers/studentsuccess/think.html>

**Student-led conferences, go to**

- Ministry of Education of Ontario. (2010, April). Learning intentions and success criteria. In *Student-led conferences: Informing practice* [Webcast]. Available at <http://www.curriculum.org/secretariat/studentled/informing.html>
- Literacy and Numeracy Secretariat. (2010). *Student-led conferences: Viewer's guide* (Literacy and Numeracy Secretariat Webcast Professional Learning Series). Toronto, Ontario: Queen's Printer for Ontario. Available at <http://www.curriculum.org/secretariat/studentled/files/SLCViewerGuide.pdf>

**Student success, go to**

- Ministry of Education of Ontario. *Supporting student success in literacy, Grades 7–12: Effective practices of Ontario school boards*. Available at <http://www.edu.gov.on.ca/eng/document/brochure/literacy/index.html#plan>
- Ministry of Education of Ontario. (2003). *Think literacy success, Grades 7–12: The report of the expert panel for students at risk in Ontario*. Toronto, Ontario: Queen's Printer for Ontario. Available at <http://www.edu.gov.on.ca/eng/document/reports/literacyreport.pdf>

**Students with special education needs, go to**

- Bennett, S. (2009, January). *Including students with exceptionalities* (What works? Research into Practice Research Monograph 16). Available at <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Bennett.pdf>
- Ministry of Education of Ontario. (2009, June). *Learning for all, K–12* [draft]. Available at [http://www.ontariodirectors.ca/L4All/L4A\\_en\\_downloads/LearningforAll%20K-12%20draft%20\].pdf](http://www.ontariodirectors.ca/L4All/L4A_en_downloads/LearningforAll%20K-12%20draft%20].pdf)

**Subject areas, go to**

- the *Think Literacy* subject-specific documents available at <http://www.edu.gov.on.ca/eng/teachers/studentsuccess/specific.html>
- Ministry of Education of Ontario. (n.d.). *Think Literacy: Embedding literacy strategies into daily instruction* [Slide presentation]. Available at [https://admin.na3.acrobat.com/\\_a59783387/thinkliteracy/](https://admin.na3.acrobat.com/_a59783387/thinkliteracy/)

**Subject specific literacy lessons, go to**

- the *Think Literacy* subject-specific examples available at <http://www.edugains.ca/newsite/literacy2/subjectspecific/subjectspecific.html>

**Subject-specific supports, go to**

- the *Think Literacy* subject-specific examples available at <http://www.edugains.ca/newsite/literacy2/subjectspecific/subjectspecific.html>

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### Success criteria, go to

- Ministry of Education of Ontario. (2010). Chapter 4: Assessment for and as learning. In *Growing success: Assessment, evaluation, and reporting in Ontario schools* (pp. 27–36). Toronto, Ontario: Queen's Printer. Available at <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>
- Ministry of Education of Ontario. (2010). *Learning Goals and Success Criteria* [Videos]. Available at <http://www.edugains.ca/newsite/aer2/aervideo/learninggoals.html>. See in particular “Segment 4: Developing Success Criteria” [<http://www.edugains.ca/resourcesAER/VideoLibrary/index.html?movieID=16>] and “Segment 6: Co-constructing Success Criteria” [<http://www.edugains.ca/resourcesAER/VideoLibrary/index.html?movieID=18>]

### Summarizing, go to

- Literacy and Numeracy Secretariat. (2009, January). *Teaching for understanding: Summarization* [Webcast]. Available at <http://www.curriculum.org/secretariat/january30TU.shtml>
- Ministry of Education of Ontario. (2004). Getting ready to read: Finding organizational patterns. In *Think Literacy: Cross Curricular Approaches, Grades 7–12: Reading* (pp. 16–19). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf>

### Syntax, go to

- The Learning 360 videos featuring Harold Syntax available at <http://resources.elearningontario.ca/>. (The Ontario Educational Resource Bank for teachers, students and parents is password protected. Contact your local school board for information about using these resources. Search using the term “Harold Syntax” for this series of videos.)

### Teaching-learning critical pathways, go to

- Ministry of Education of Ontario. (2008, June). *Teaching-learning critical pathways* (Capacity Building Series: Secretariat Special Edition 6). Available at [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/teaching\\_learning.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/teaching_learning.pdf)

### Text forms, go to

- Ministry of Education of Ontario. (2005). Getting ready to read: Previewing a text. In *Think Literacy: Cross-Curricular Literacy Approaches, Grades 7–12: Family studies, parenting, Grade 11* (pp. 6–7, 38–45). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitParenting.pdf>
- Ministry of Education of Ontario. (2004). Getting ready to read. In *Think Literacy: Cross-Curricular Literacy Approaches, Grades 7–12, Reading strategies* (pp. 8–15). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf>
- Ministry of Education of Ontario. (2004). Getting ready to read. In *Think Literacy: Cross-Curricular Literacy Approaches, Grades 7–12: Mathematics, Grades 7–9* (pp. 2–9). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitMath.pdf>
- Ministry of Education of Ontario. (2004). Reading different text forms. In *Think Literacy: Cross-Curricular Literacy Approaches, Grades 7–12: Science, Grade 10, Reading strategies* (pp. 2–16). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitScienceReading.pdf>

### Think aloud strategy and sample lessons, go to

- Ministry of Education of Ontario. (2004). Visualizing. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12, Reading Strategies* (pp. 56–59). Available at <http://www.edu.gov.on.ca/eng/teachers/studentsuccess/think.html>

### Thinking skills, go to

- Martin, C. & Leclerc, J. (2009, Winter). Robust thinking: A must for all students. *Principal Connections* 13(2). Available at <http://www.cpco.on.ca/News/PrincipalConnections/PastIssues/Vol13/Issue2/RobustThinking.pdf>

### Towards an Understanding of Gender Differences in Literacy, go to

- Klinger, D. A., Shulha, L.A. & Wade-Woolley, L. (2009, March). *Towards an Understanding of Gender Differences in Literacy*. Available at [http://www.eqao.com/Research/pdf/E/Towards\\_an\\_Understanding\\_of\\_Gender\\_Differences\\_in\\_Literacy\\_Achievement.pdf](http://www.eqao.com/Research/pdf/E/Towards_an_Understanding_of_Gender_Differences_in_Literacy_Achievement.pdf)

### Vocabulary, go to

- Literacy and Numeracy Secretariat. (2009, October). Some word-learning strategies. In *A world of words: enhancing vocabulary development for English language learners* (Capacity Building Series: Secretariat Special Edition 11) (p. 5). Available at [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/world\\_of\\_words.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/world_of_words.pdf).
- Ministry of Education of Ontario. (2004). *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Word walls*. Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitWordWalls.pdf>

**List of  
Resources  
(2011)  
(continued)**

**Vocabulary, (continued)**

- Ministry of Education of Ontario. (2004). Extending vocabulary. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12, Reading strategies* (pp. 7–107). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf>
- Ministry of Education of Ontario. (2005). *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Subject-Specific Examples, Grades 7–9: Mathematics* (pp. 16–43). Available at <http://www.edugains.ca/resourcesLIT/LearningMaterials/SubjectSpecific/ThinkLiteracy/ThinkLitMath.pdf>
- Ministry of Education of Ontario (2005). Introduction to reading strategies. In *Think Literacy: Cross Curricular Approaches, Grades 7–12: Locally developed compulsory credit course—Grade 9 science* (pp. 2–56). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitLDCscience9.pdf>

**Whole-class discussions, go to**

- Ministry of Education of Ontario. (2004). Triangle debate. In *Think Literacy: Health and physical education, Grades 7–10* (pp. 144–151). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitHealthPhysEd.pdf>
- Melville, S. (2008). Improving literacy instruction: A cross-curricular approach. *EQAO Connects* (Issue 2, 2008). Available at <http://www.eqao.com/eMagazine/2008/05/eMagazine.aspx?Lang=E>
- Remmer, P. (2007). Starting early: Preparing struggling readers and writers for the OSSLT. *EQAO Connects* (Issue 1, 2007). Available at <http://www.eqao.com/eMagazine/index.aspx?Lang=E>

**Word walls, go to**

- Ministry of Education of Ontario. (2004). *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Word walls*. Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitWordWalls.pdf>
- Ministry of Education of Ontario. (2005). Extending vocabulary (creating a word wall). In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Learning strategies 1, Grade 9* (pp. 6–8). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitLearning.pdf>

**Writing forms and strategies, go to**

- Ministry of Education of Ontario. (2005). Writing for a purpose: Using templates. In *Think Literacy: Subject-Specific Examples: Science, Grades 9–10* (pp. 26–36). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitScienceWriting.pdf>
- Ministry of Education of Ontario. (2005). Writing for a purpose (using templates). In *Literacy in technological education: Think literacy subject-specific examples: Technological education, Grades 9–12* (pp. 40–53). Available at <http://www.edugains.ca/resourcesLIT/LearningMaterials/SubjectSpecific/ThinkLiteracy/ThinkLitTechnology9-12.pdf>
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**Writing process, go to**

- Ministry of Education of Ontario. (2004). *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Writing strategies*. Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Writing.pdf>
- Ministry of Education of Ontario. (2005). Writing strategies. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Learning strategies 1, Grade 9* (pp. 18–31). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitLearning.pdf>
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